LANGUAGES: STAGE 6 ITALIAN YEAR 12 EXTENSION 2013-14

**Prescribed Theme:** The Individual and Contemporary Society

**Prescribed Text**: Film ‘Rosso come il cielo’

**Prescribed Issue:** The Power of the Imagination

**Sub Issues:** The influence of artistic expression on the senses, the magic of film and story-telling, the creative, ethical and responsible use of technology

**Indicative Time**: 20 hours – covered over 60 hour course

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| **Outcomes:** 1.1 discusses attitudes, opinions and ideas in Italian 1.2 formulates and justifies a written or spoken argument in Italian 2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Italian | | | |
| **Language and intercultural concepts**  Vocabulary and idiomatic expressions associated with the power of the imagination  Understanding the significance of the power of the imagination  Knowledge and understanding of features specific to the prescribed text | **Grammar**  The passive voice  The ‘if’ clause imperfect subjunctive  Causative construction | | **Text types**   * Monologue * Script of a conversation * Short essay * Formal letter * Narrative account (for example, the writing of an alternative ending to a short story, or the rewriting of an excerpt from a different perspective.) |
| **Extracts**  Extract 6:  From: “Francesca dove sei?” (Francesca where are you?), Mirco and the boys sneak out of the dormitory to go to the movies.  To: “Cosa succede quì? Cosa sta succedendo?” (What’s happening here? What’s happening?), the Direttore says to the boys.  Extract 7:  From: Francesca at the window, remembering Ettore’s words when they first met him.  To: “Eh, credo ancora per poco” (I think it won’t be for long), Don Giulio says to the Direttore at the end of their confrontation.  Extract 8:  From: View of the flag of the region on the building; parents arrive for the performance.  To: “Mirco, sei tornato” (Mirco, you’re back) says one of Mirco’s friends as they play Moscacieca (Blind Man’s Bluff) to the end of the film. | | | |
| **Teaching and Learning Activities (include assessment)**  Extracts 6-8 of *Rosso come il cielo*   1. *Class discussions on:*  * *The magic of film* * *The influence of artistic expression on the senses* * *Italian movies of 60s and 70s. (Comedians: Ciccio Ingrassia and Franco Franchi.*   *Slapstick comedy: Totò, Benigni, Chaplin)*   * *Educational reform in Italy.* * *Changing attitudes towards the disabled in society.* * *Fairytales and fables: Pinocchio, Il piccolo principe.* * *The role of the church in society; challenging authority and institutions, traditions, stereotypes; the role of institutions as carers.* * *The power of hope, love and significant relationships.* * *Dealing with conflict.* * *Valuing and nurturing creativity and artistic talent.* * *The power of protest.* * *Discrimination: ‘What is normal?’* * *Challenging injustice and the status quo.* * *Freedom to express oneself.* * *How sounds are produced and interpreted.*  1. *Written comprehension passages related to these issues.* 2. *Listening to and viewing extracts from film dealing with these issues.* 3. *Contextual questions based on text with emphasis on Extracts 6-8.* 4. *Producing monologues and written responses to stimulus in light of these issues.*  * *Critical analysis of extracts from film to demonstrate an understanding between the film and the individual and contemporary society.*   **Resources:**  *Extract 6*  *Il potere delle fiabe:* [*http://www.g-web.it/la-stanza-dei-grandi/per-la- famiglia/educazione/articolo/il-potere-delle-fiabe.aspx*](http://www.g-web.it/la-stanza-dei-grandi/per-la-%20famiglia/educazione/articolo/il-potere-delle-fiabe.aspx)  *Il ruolo pedagogico dei media sui bambini:* [*http://www.descrittiva.it/calip/0607/mona/elaborato\_multimediale\_di\_Donatella\_Pusateri.pdf*](http://www.descrittiva.it/calip/0607/mona/elaborato_multimediale_di_Donatella_Pusateri.pdf)  *I giovani, lo studio e il lavoro la Repubblica @ scuola:* [*http://scuola.repubblica.it/contributo/i-giovanilo-studio-e-il-lavoro/7898/?id\_contrib=375*](http://scuola.repubblica.it/contributo/i-giovanilo-studio-e-il-lavoro/7898/?id_contrib=375)  *Filastrocche:* [*http://www.slideshare.net/auxilium/fiabe-e-filastrocche-italiane*](http://www.slideshare.net/auxilium/fiabe-e-filastrocche-italiane)  *Pinocchio (electronic version):* [*http://www.letteraturaitaliana.net/pdf/Volume\_9/t217.pdf*](http://www.letteraturaitaliana.net/pdf/Volume_9/t217.pdf)  *Italian cinema: Martin Scorsese, My voyage to Italy.*  *Cinema Paradiso, the magic of film:* [*http://www.youtube.com/watch?v=OZqA5PyRUAc*](http://www.youtube.com/watch?v=OZqA5PyRUAc)  [*http://www.youtube.com/watch?v=cAEth6FATZk*](http://www.youtube.com/watch?v=cAEth6FATZk)  *Extract 7*  *Il testo dell’omelia della Messa d’inizio Pontificato:*  [*http://www.repubblica.it/speciali/esteri/conclave-papa- elezioni2013/2013/03/14/news/francesco\_omelia-54571218/*](http://www.repubblica.it/speciali/esteri/conclave-papa-%20elezioni2013/2013/03/14/news/francesco_omelia-54571218/)  *Song by Lucio Dalla: L’anno che verrà*  [*http://www.youtube.com/watch?v=\_loAFeLZ8Xc*](http://www.youtube.com/watch?v=_loAFeLZ8Xc)  [*http://www.songlyrics.com/dalla-lucio/l-anno-che-verra-lyrics*](http://www.songlyrics.com/dalla-lucio/l-anno-che-verra-lyrics)  *Book: Lotte da orbi by Monica Lanfranco and Silvia Neonato.*  *Extract 8*  *Il gatto con gli stivali di Charles Perrault:* [*http://www.letturegiovani.it/Perrault/GattoStivali.htm*](http://www.letturegiovani.it/Perrault/GattoStivali.htm) | | Assessment suggestions:  * Analysis of Text (Response A) * Writing – short essay on social justice * Critical response to prescribed text * Writing – responding in Italian for a specific context * Monologue   **Evaluation:**  **Date started:** **Date completed:** | |